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ABSTRACT

To assist instructors in implementing Missouri's Vocational Instructional Management System into the Food Production, Management, and Services Programs, this guide sets forth the competencies identified and validated by occupational food service instructors and personnel from the food service industry. A minimum of two performance objectives per competency are provided. The objectives were developed and validated for each competency by instructors with expertise in the area of food service. For each competency one criterion-referenced test item is also provided. Competencies are presented in nine duty areas: orientation; identifying food service economics; practicing sanitation; demonstrating safety; identifying, operating, caring for, and maintaining equipment; identifying nutrition basics; preparing and storing foods; performing front-of-the-house duties; and developing leadership through Future Homemakers of America. A list of 11 resources is provided. (YLB)

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Performance Objectives and Criterion-Referenced Test Items

Food Production Management, and Services Programs
Food Service Worker

CE 034 304

U.S. DEPARTMENT OF EDUCATION

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FOOD PRODUCTION, MANAGEMENT, AND SERVICES PROGRAMS

FOOD SERVICE WORKER

PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

Produced by the Instructional Materials Laboratory
University of Missouri
Columbia, Missouri
May 1990

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FOREWORD

Future planning is a basic necessity in the world of education; we are continually seeking ways to improve the quality of education and training. We are dedicated to the process of helping administrators, educators, and students answer the needs of a constantly changing, fast-paced society.

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. It provides a practical framework that can help instructors and administrators manage the instructional process and evaluate their programs more efficiently to assure maximum productivity and accountability.

The Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987, is a valuable tool in implementing VIMS into the home economics curriculum at the local level. It includes competencies for the Food Service Worker which were identified and validated by occupational food service instructors and personnel from the food service industry.

To further assist instructors in implementing VIMS into the Food Production, Management, and Services Programs, a minimum of two performance objectives have been developed and validated for each competency by instructors with expertise in the area of food service. One criterion-referenced test item has been developed and validated for each performance objective. The development of performance objectives and criterion-referenced test items will facilitate the instructor's ability to recognize the student's mastery of competencies for the Food Service Worker.

RESOURCES FOR FOOD SERVICE WORKER PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

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K. Restaurant Cook. Frankfort, KY: Kentucky Department of Education, 1988.

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 1 Identify career opportunities

Performance Objective:

Given: Given an overview of the food service industry through classroom presentations,

Task: the student identifies the kinds of jobs that are available

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. All management people must first work in the service and production areas of food service.

Competency:

Duty Area: A Orientation

Task: 1 Identify career opportunities

Performance Objective:

Given: Given an overview of the food service industry through classroom presentations,

Task: the student labels job titles as entry-, intermediate-, or management-level positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the job title to the level of experience required. Letters may be used more than once.

	JOB TITLES	LEVELS OF EXPERIENCE
c 1.	dietitian	a. entry
a 2.	dishwasher	b. intermediate
a 3.	hostess	c. management
c 4.	catering coordinator	
a 5.	counter worker	
c 6.	chef executive	
a 7.	bus person	
a 8.	stock person	
b 9.	assistant manager	
a 10.	server	

Competency:

Duty Area: A Orientation

Task: 2 Recognize menu trends in the food service industry

Performance Objective:

Given: Given copies of trade magazines and local menus,

Task: the student identifies the current menu trends

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

According to current trends, which entree' would be appropriate for a 16th birthday party?

a. liver and onions

b. * hamburgers/hotdogs

c. stir-fried beef

d. swiss steak

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 2 Recognize menu trends in the food service industry

Performance Objective:

Given: Given current trends,

Task: the student identifies how trends develop

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How are current menu trends started?

a. research

b. accidents in the kitchen

c. mobility of Americans

d. ar[illegible]xes

e. * all of the above

(NOTE: * represents correct response)

Competency:

Duty Area: A Orientation

Task: 2 Recognize menu trends in the food service industry

Performance Objective:

Given: Given classroom discussion,

Task: the student recognizes the effect of trends on the total food service operation

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Taking into consideration the current eating habits of Americans, which items should be incorporated into a menu?

a. less fish or fowl and more beef or pork

b. lots of junk foods, desserts, and spicy dishes

c. * more fish, fowl, and fresh raw vegetables

d. more red meats with preserved and fried foods

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 3 Identify major concerns of the industry

Performance Objective:

Given: Given handouts and classroom presentations,

Task: the student names concerns of the industry

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Place an "X" before items which are a concern of the food industry.

____ 1. seasonal produce

____ 2. control of AIDS

____ 3. increase of number of large businesses

____ 4. increase of small, locally owned businesses

____ 5. employee burnout

____ 6. minimum wage

____ 7. advancement

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 3 Identify major concerns of the industry

Performance Objective:

Given: Given handouts and classroom presentations,

Task: the student lists a major concern of the food service industry

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Employee burnout remains a constant concern of the food service industry.

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 4 Identify career ladder

Performance Objective:

Given: Given sample career ladders and resource persons,

Task: the student outlines a career ladder for a specific job position

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which job would **not** be a part of the career ladder for the position of head cook?

a. counter worker

b. server, assembler

c. * assistant manager

d. assistant cook

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 4 Identify career ladder

Performance Objective:

Given: Given sample career ladders and resource persons,

Task: the student interviews a local food service employee and outlines a career ladder

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. A career ladder would be the same in all positions of the food service industry.

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 5 Practice people skills

Performance Objective:

Given: Given information presented in class,

Task: the student outlines solutions to human relationship situations

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A new employee who has recently completed a fast food training program seems frustrated and is making mistakes on the job. What should the manager do?

a. leave him/her alone to work it out

b. talk about the problem to other employees

c. * offer assistance and encouragement

d. review steps of training and give the first warning

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 5 Practice people skills

Performance Objective:

Given: Given information presented in class,

Task: the student acknowledges each person's value

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the procedure to follow when a celebrity, bag lady, disturbed vagrant, or handicapped person comes into a place of employment?

a. inform the manager

b. call the police immediately

c. ignore the individual

d. * serve without distinction

(NOTE: * represents correct response)

Competency:

Duty Area: A Orientation

Task: 6 Practice personal grooming

Performance Objective:

Given: Given a list of personal grooming habits in classroom presentations,

Task: the student practices personal grooming habits in a lab setting and on the job training

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Place an "X" to indicate which personal grooming traits and habits should be practiced in the lab and on the job.

Yes	No		
X		1.	practice total body cleanliness
X		2.	wear no jewelry, except simple rings
X		3.	wear no nail polish, short, well maintained nails
X		4.	wash hands before starting job tasks
X		5.	wash hands between tasks at specified times
X		6.	maintain clean hair, wear a proper hair restraint
X		7.	wear shoes with non-skid soles, solid toe
X		8.	wear clean, pressed, well-fitted uniforms
X		9.	avoid touching strands of hair, skin blemishes
	X	10.	sample food with fingers

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 6 Practice personal grooming

Performance Objective:

Given: Given classroom presentations,

Task: the student classifies personal grooming habits important to the food service industry

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which grooming habit is unacceptable for a food service worker?

a. * wash hands at beginning of shift, only

b. wear non-skid, solid toe shoes

c. wear clean, pressed clothing

d. maintain clean hair, wear hair restraint

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 7 Practice job seeking skills

Performance Objective:

Given: Given classroom information,

Task: the student lists items prepared by an applicant before applying for a job

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. List the most recent job experience before any other employment on an application form.

T 2. It helps to know something about the business when applying for a job.

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 7 Practice job seeking skills

Performance Objective:

Given: Given classroom information,

Task: the student lists items which need to be identified before applying for a job

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When filling out an employment application form, which will help the most?

a. social security number

b. * personal fact sheet

c. set of job lead cards

d. classified section of newspaper

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 7 Practice job seeking skills

Performance Objective:

Given: Given classroom information,

Task: the student cites the procedures to follow in a job interview

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which should be eliminated when interviewing for a job?

a. * take a friend along for support

b. arrive early for appointment

c. look the interviewer in the eye

d. thank the interviewer before leaving

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 7 Practice job seeking skills

Performance Objective:

Given: Given classroom information,

Task: the student completes an employment application form

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which should be avoided when filling out an employment application form?

a. writing in black ink

b. * leaving spaces blank

c. printing

d. signing with legal signature

e. telling the truth

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 7 Practice job seeking skills

Performance Objective:

Given: Given classroom information,

Task: the student asks interview questions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which information can be requested in an interview?

a. age

b. marital status

c. * name

d. police record

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: A Orientation

Task: 7 Practice job seeking skills

Performance Objective:

Given: Given classroom information,

Task: the student writes a follow-up letter

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which should be included in a follow-up letter?

a. current date

b. expression of appreciation for the interview

c. restatement of interest in the position

d. reference information requested during interview

e. * all of the above

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 1 Recognize overhead costs

Performance Objective:

Given: Given the costs of operating a food service unit,

Task: the student classifies overhead costs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** an overhead cost?

a. utilities

b. labor

c. * food

d. rent

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 1 Recognize overhead costs

Performance Objective:

Given: Given a list of reasons for using standardized recipes,

Task: the student controls overhead costs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Why are standardized recipes used in food service operations?

a. makes preparation of food easier for employees

b. * maintains production quality and cost control

c. insures taste and appearance of quantity foods

d. all of the above

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 2 Recognize labor costs

Performance Objective:

Given: Given the expenses of operating a food service unit,

Task: the student classifies labor costs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

In figuring the cost of labor which should be eliminated?

a. health and life insurance

b. social security taxes

c. salaries

d. * workers' transportation

(NOTE: * represents correct response)

Competency:

Duty Area: B Identifying Food Service Economics

Task: 2 Recognize labor costs

Performance Objective:

Given: Given the expenses of operating a food service unit,

Task: the student identifies the costs included in the price of a meal

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Place an "X" indicating which items would be absorbed in the cost of a meal.

_X_ 1. labor

_X_ 2. food

_X_ 3. supplies (other than food)

_X_ 4. overhead

___ 5. uniforms

___ 6. time

_X_ 7. percentage of profit

___ 8. seasonings

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 3 Recognize food costs

Performance Objective:

Given: Given the wholesale cost of food and the markup rate,

Task: the student calculates the markup

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the cost of food, if the raw food cost is $.99 and the markup rate is 75%?

a. 1.25

b. * 1.73

c. 2.09

d. 2.21

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 3 Recognize food costs

Performance Objective:

Given: Given classroom information and assignment sheets,

Task: the student recognizes factors affecting food costs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Both operating and food costs must be included in the price of meals.

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 3 Recognize food costs

Performance Objective:

Given: Given classroom information and assignment sheets,

Task: the student performs cost control measurements

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the grade of peaches suitable to its use. Letters may be used more than once.

	USES	GRADES
c 1.	fruit compote with chopped peaches, strawberries and melon	a. U.S. grade A- (fancy) peaches
c 2.	baked peach cobbler	b. U.S. Grade B- (choice) peaches
a 3.	candied whole peaches with ginger	c. U.S. Grade C- (standard) peaches
b 4.	peaches and cottage cheese	

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 3 Recognize food costs

Performance Objective:

Given: Given the total cost of a menu item,

Task: the student calculates the cost per serving

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The total cost of the salisbury steak for 50 guests will be $18.30. What is the cost per serving?

a. * $ .37

b. $ .43

c. $ .50

d. $ .75

(NOTE: * represents correct response)

Competency:

Duty Area: B Identifying Food Service Economics

Task: 3 Recognize food costs

Performance Objective:

Given: Given the unit price of a food item,

Task: the student calculates the total

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the cost of 14 pounds of beef chuck at $1.15 per pound?

a. $10.70

b. $13.20

c. * $16.10

d. $25.50

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 4 Recognize profit/loss

Performance Objective:

Given: Given information and handouts,

Task: the student selects reasons for a profit and loss situation

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which would be the most significant contributor to a loss condition?

a. * high food cost

b. high labor cost

c. low volume

d. high fixed cost

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 4 Recognize profit/loss

Performance Objective:

Given: Given information and handouts,

Task: the student applies information to classroom record keeping

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

In record keeping, which would be credited to the balance?

a. cost of dairy supplies

b. luncheon for adult education teachers

c. * daily snack bar receipts

d. cost of fresh vegetables and fruits

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 5 Recognize impact of marketing and promotion

Performance Objective:

Given: Given classroom materials,

Task: the student creates successful marketing/promotion techniques

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Discount coupons are popular promotional devices of the fast food industry.

FOOD SERVICE WORKER

Competency:

Duty Area: B Identifying Food Service Economics

Task: 5 Recognize impact of marketing and promotion

Performance Objective:

Given: Given classroom materials,

Task: the student develops a promotion device for a classroom project (holiday sale)

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Managers need to be aware of the target customers when determining promotional devices.

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 1 Practice personal hygiene

Performance Objective:

Given: Given steps outlined in a classroom demonstration,

Task: the student practices hand washing techniques

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Place an "X" to indicate the student's ability to follow handwashing procedures.

Yes	No		
___	___	1.	roll down paper towels
___	___	2.	adjust flow and temperature of water
___	___	3.	remove ornate rings
___	___	4.	wet hands
___	___	5.	apply soap around nails
___	___	6.	apply soap between finger joints
___	___	7.	wash in rotating motion
___	___	8.	rub hands together
___	___	9.	wash 2-3" above wrist (wash up to elbows suggested)
___	___	10.	wash between fingers
___	___	11.	use nail brush
___	___	12.	rinse well
___	___	13.	dry well
___	___	14.	use towel to grasp basin knobs to turn off water

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 1 Practice personal hygiene

Performance Objective:

Given: Given steps outlined in a classroom demonstration,

Task: the student identifies when hand washing should occur

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. Wash hands only when grime is visible.

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 2 Comply with local health codes

Performance Objective:

Given: Given a presentation by a local health inspector,

Task: the student practices appropriate sanitary habits in daily classroom training

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a guideline for dealing with pests in a food service unit?

a. * sprinkle poison powder on backs of shelves

b. inspect for signs of rodents

c. wipe up spilled food

d. keep garbage and trash cans covered

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 2 Comply with local health codes

Performance Objective:

Given: Given a presentation by a local health inspector,

Task: the student prepares checklist for student evaluation of department

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Using a three vat sink, which is the order of use?

a. rinse, wash, sanitize

b. sanitize, wash, rinse

c. * wash, rinse, sanitize

d. wash, sanitize, rinse

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 3 Maintain clean facilities

Performance Objective:

Given: Given equipment and supplies,

Task: the student sanitizes the work counter

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Besides washing and rinsing, what must be done to food contact surfaces in the kitchen before opening the restaurant?

a. wiping

b. sterilizing

c. * sanitizing

d. drying

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 3 Maintain clean facilities

Performance Objective:

Given: Given a list of supplies,

Task: the student selects the one needed to sanitize a work counter

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which should be added to water to sanitize the work counter?

a. ammonia

b. soap

c. * bleach

d. vinegar

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 3 Maintain clean facilities

Performance Objective:

Given: Given equipment and supplies,

Task: the student cleans the trash cans and replaces the liners

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Trash cans should be sanitized and relined as a part of the regular cleaning procedure.

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 4 Practice safe food handling techniques

Performance Objective:

Given: Given equipment, supplies, and instructions,

Task: the student cuts up and handles poultry

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Place an "X" to indicate the student's ability to cut up a chicken.

Procedures	Yes	No	Comments
1. Wash chicken thoroughly	___	___	_____
2. Split chicken in half			_____
- cut through flesh along backbone	___	___	_____
- cut through flesh along breastbone	___	___	_____
- cut through flesh between backbone and breastbone	___	___	_____
- cut lengthwise through breastbone and backbone	___	___	_____
3. Break the backbone	___	___	_____
4. Snap cartilage	___	___	_____
5. Cut through flesh of thigh, leg, and wing joints	___	___	_____
6. Rinse	___	___	_____
7. Place in storage container and refrigerate or freeze	___	___	_____

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 4 Practice safe food handling techniques

Performance Objective:

Given: Given equipment, supplies, and instructions,

Task: the student matches tools with the food items they serve

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the serving tool to the food item for which it is used.

	FOOD ITEMS	SERVING TOOLS
c	1. cream of mushroom soup	a. slotted spoon
e	2. cheesecake	b. tongs
b	3. hot rolls	c. ladle
a	4. green beans	d. disher
		e. dessert server

Competency:

Duty Area: C Practicing Sanitation

Task: 5 Practice safe food serving techniques

Performance Objective:

Given: Given equipment and situations,

Task: the student identifies the way to grasp equipment and table service

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the accepted technique for transferring a knife to another individual?

a. hold blade in the air

b. extend blade toward receiver

c. * extend handle to receiver

d. toss across the counter

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 5 Practice safe food serving techniques

Performance Objective:

Given: Given equipment and situations,

Task: the student practices use of tongs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** the acceptable technique for using tongs when deep frying foods?

a. * select 4" handle tongs

b. select 8" handle tongs

c. transfer food into basket

d. remove food items

e. hang tongs on basket handles

(NOTE: * represents correct responses)

Competency:

Duty Area: C Practicing Sanitation

Task: 6 Practice safe food storage techniques

Performance Objective:

Given: Given classroom instructions,

Task: the student demonstrates the procedure for monitoring cold temperatures

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When is the proper time to monitor cold food storage?

a. end of the shift

b. when someone remembers

c. middle of the shift

d. * beginning of the shift

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 6 Practice safe food storage techniques

Performance Objective:

Given: Given classroom instructions,

Task: the student practices the procedure for receiving and storing food supplies

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a basic principle of food rotation?

a. last in - last out

b. * first in - first out

c. last in - first out

d. first in - last out

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 6 Practice safe food storage techniques

Performance Objective:

Given: Given classroom instructions,

Task: the student practices the procedure for receiving and storing food supplies

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How often is a perpetual inventory taken?

a. annually

b. monthly

c. weekly

d. * daily

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: C Practicing Sanitation

Task: 7 Control insects and pests

Performance Objective:

Given: Given instructions, a list of common pests, and areas of habitation,

Task: the student identifies types of common pests and their homes

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which will be avoided by roaches?

a. rotting fruits and vegetables

b. standing water

c. pipes and drains

d. * brightly lit areas

(NOTE: * represents correct response)

Competency:

Duty Area: C Practicing Sanitation

Task: 7 Control insects and pests

Performance Objective:

Given: Given instructions, a list of common pests, and areas of habitation,

Task: the student prepares a list of types of pest control

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which method is **least** likely to discourage pests?

a. remove spoiled produce from kitchen

b. discard all spoiled food

c. remove standing water

d. * keep windows open and screened

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 1 Identify hazards

Performance Objective:

Given: Given classroom instructions and equipment,

Task: the student identifies the hazards present in a food service operation

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which operational procedure will help prevent burns in the kitchen?

a. stand in front of steamers and ovens when opening

b. * fill utensils to the proper level

c. drop wet foods into hot fat

d. use wet towels or hot pads to handle hot utensils

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 1 Identify hazards

Performance Objective:

Given: Given classroom instructions and equipment,

Task: the student identifies the hazardous use of food service equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which condition is hazardous when touching or handling electrical equipment?

a. dry hands

b. plastic gloves

c. rough hands

d. * wet hands

(NOTE: * represents correct response)

Competency:

Duty Area: D Demonstrating Safety

Task: 2 Recognize food service regulations

Performance Objective:

Given: Given classroom instructions and food service regulations,

Task: the student identifies the governmental agencies responsible for enforcing safety in the food service industry

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which government agency develops and enforces standards of job safety?

a. Housing, Education and Welfare

b. Food and Drug Administration

c. National Safety Federation

d. * Occupational Safety and Health Administration

(NOTE: * represents correct response)

Competency:

Duty Area: D Demonstrating Safety

Task: 2 Recognize food service regulations

Performance Objective:

Given: Given classroom instructions and food service regulations,

Task: the student identifies the regulations required in the food service industry

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which establishes regulations for monitoring safety?

a. city government

b. state government

c. federal government

d. * all of the above

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 3 Use cutting utensils and equipment safely

Performance Objective:

Given: Given classroom instructions and equipment,

Task: the student identifies the cutting utensils and equipment used in the food service industry

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which piece of equipment is used for cutting?

a. grill

b. steam table

c. buffalo chopper

d. * slicer

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 3 Use cutting utensils and equipment safely

Performance Objective:

Given: Given classroom instructions and equipment,

Task: the student dismantles, sanitizes, and re-assembles cutting utensils and equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which cleaning solution should be used to sanitize kitchen blocks after cutting poultry?

a. ammonia

b. soap

c. detergent

d. * bleach

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 17 Use, select, clean, and store, cook table and small wares

Performance Objective:

Given: Given wares and instructions,

Task: the student identifies wares with their use

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match each item with its intended use.

	Uses		Items
g	1. pick up and serve food	a.	kitchen fork
a	2. hold meat while slicing	b.	box grater
h	3. scrape down bowls	c.	vegetable peeler
d	4. whip foods	d.	wire whisk
b	5. grate food into small pieces	e.	cleaver
j	6. cook foods that scorch easily	f.	offset spatula
c	7. pare outer skin of fruits and vegetables	g.	food tongs
i	8. strain foods	h.	rubber spatula
		i.	colander
		j.	double boiler

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 3 Use cutting utensils and equipment safely

Performance Objective:

Given: Given classroom instructions and equipment,

Task: the student dismantles, sanitizes, and re-assembles cutting utensils and equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Besides washing and rinsing, what must be done to food contact surfaces after each use?

a. drying

b. * sanitizing

c. wiping

d. sterilizing

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 4 Use correct body mechanics

Performance Objective:

Given: Given a heavy object (sack of potatoes),

Task: the student demonstrates the procedure for lifting heavy items

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which part of the body should be used to lift heavy items to avoid causing injuries?

a. strong arms

b. * leg muscles

c. back muscles

d. stomach muscles

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 4 Use correct body mechanics

Performance Objective:

Given: Given information on body posture,

Task: the student assumes the body position that minimizes fatigue and promotes safe operation of equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which body position will minimize fatigue and promote safe operation of equipment?

a. slightly stooped with legs 12" apart

b. * upright with weight distributed evenly

c. knees bent and legs 18" apart

d. ears, shoulders, and thighs aligned with the floor

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 5 Use, clean, and maintain vents and exhaust equipment

Performance Objective:

Given: Given instructions and equipment,

Task: the student cleans hood filters

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How often are hood filters cleaned?

a. daily

b. bi-weekly

c. * when dirty

d. monthly

(NOTE: * represents correct response)

Competency:

Duty Area: D Demonstrating Safety

Task: 5 Use, clean, and maintain vents and exhaust equipment

Performance Objective:

Given: Given instructions and equipment,

Task: the student inspects vent pipes for grease build-up

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How often should venting pipes be inspected?

a. daily

b. weekly

c. * monthly

d. yearly

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 6 Use and properly store hazardous products

Performance Objective:

Given: Given classroom instructions and supplies,

Task: the student identifies different types of hazardous products and gives examples of each (cleaning supplies, pest control)

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which products are hazardous or caustic if used incorrectly?

a. oven cleaner

b. dish machine soap

c. water softening salts

d. * all of the above

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 6 Use and properly store hazardous products

Performance Objective:

Given: Given classroom instructions and supplies,

Task: the student demonstrates how to handle and store hazardous products safely

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which cleaner, combined with ammonia, produces dangerous gases?

a. * bleach

b. soap

c. detergent

d. vinegar

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 7 Respond to emergencies

Performance Objective:

Given: Given instructions and a simulated crisis,

Task: the student demonstrates fire drill procedures

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When a fire is discovered in the kitchen, which is the first course of action?

a. run

b. pour water on it

c. call for a supervisor

d. * use fire extinguisher

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 7 Respond to emergencies

Performance Objective:

Given: Given instructions and a simulated crisis,

Task: the student explains the procedures to follow when faced with an emergency

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Regardless of its seriousness, when should a supervisor be informed of an accident?

a. the next day

b. when a customer complains

c. at a convenient time

d. * immediately

(NOTE: * represents correct response)

Competency:

Duty Area: D Demonstrating Safety

Task: 8 Safeguard customers

Performance Objective:

Given: Given classroom instructions,

Task: the student identifies how to prevent accidents

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Walk instead of run to avoid accidents.

T 2. To prevent accidents keep traffic lanes clear of obstructions.

F 3. Wipe up spills as time permits so no one will fall.

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 9 Use fire extinguishers

Performance Objective:

Given: Given instructions,

Task: the student identifies when and how fires occur

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

In addition to fuel, which things are needed for a fire to burn?

a. * air and heat

b. air and wood

c. gas and heat

d. heat and oil

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 9 Use fire extinguishers

Performance Objective:

Given: Given instructions,

Task: the student identifies three kinds of fires

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What are the three kinds of fires?

a. * combustible, flammable, electrical

b. combustible, flammable, paper

c. electrical, flammable, grease

d. electrical, combustible, wood

(NOTE: * represents correct response)

Competency:

Duty Area: D Demonstrating Safety

Task: 9 Use fire extinguishers

Performance Objective:

Given: Given instructions and pictures of fire extinguishers,

Task: the student labels five types of fire extinguishers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the letter of each diagram to the fire extinguisher.

FIRE EXTINGUISHERS

c 1. pressurized water

b 2. soda-acid

d 3. dry chemical

a 4. carbon dioxide

e 5. foam

a. b. c. d. e.

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 9 Use fire extinguishers

Performance Objective:

Given: Given instructions,

Task: the student identifies a way to extinguish a fire without a fire extinguisher

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which should be used to put out a grease fire?

a. water

b. * baking soda

c. oil

d. flour

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 10 Use first aid

Performance Objective:

Given: Given instructions,

Task: the student identifies first aid steps used in the food service lab

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a step in administering first aid to a heart attack victim?

a. administer quick blows to the back

b. apply steady pressure to the neck area

c. * loosen clothing around neck and midriff

d. apply a sterile bandage to the chest

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 10 Use first aid

Performance Objective:

Given: Given instructions and a demonstration,

Task: the student identifies first aid procedures for first- and second-degree burns

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps for treating first- and second-degree burns using letters a, b, c, d, e.

e 1. cover burn with gauze

a 2. wash hands

c 3. pack in ice

b 4. immerse burn in cold water

d 5. apply antiseptic

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 11 Perform Heimlich Maneuver

Performance Objective:

Given: Given instructions and a simulated crisis,

Task: the student explains the Heimlich Maneuver

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an indication that the Heimlich Maneuver should be applied to a choking victim?

a. cannot cough

b. cannot speak

c. cannot breath

d. bluish color

e. * all of the above

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 11 Perform Heimlich Maneuver

Performance Objective:

Given: Given instructions and a simulated crisis,

Task: the student demonstrates the ability to perform the Heimlich Maneuver

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Checklist for performing the Heimlich maneuver (for unconscious victim). Place a check mark beside the number to indicate "yes" the student can perform the Heimlich Maneuver or "no" the student cannot perform the Heimlicn Maneuver.

Yes	No		
___	___	1.	checks the victim's symptoms (cannot cough, speak breathe)
___	___	2.	ventilates
___	___	3.	applies quick back blows
___	___	4.	applies upward thrusts under the rib cage
___	___	5.	checks the mouth for dislodged item
___	___	6.	repeats if necessary

Competency:

Duty Area: D Demonstrating Safety

Task: 11 Perform Heimlich Maneuver

Performance Objective:

Given: Given instructions and a simulated crisis,

Task: the student demonstrates the ability to perform the Heimlich Maneuver

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

To which part of the body are upward thrusts applied when performing the Heimlich Maneuver?

a. chin

b. shoulder blade

c. * rib cage

d. stomach

FOOD SERVICE WORKER

Competency:

Duty Area: D Demonstrating Safety

Task: 12 Use CPR

Performance Objective:

Given: Given a demonstration by a qualified CPR instructor,

Task: the student identifies the steps used to administer CPR

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the first step in administering CPR?

a. elevate feet

b. * clear air passage

c. loosen clothing

d. check pupils

(NOTE: * represents correct response)

Competency:

Duty Area: D Demonstrating Safety

Task: 12 Use CPR

Performance Objective:

Given: Given a demonstration by a qualified CPR instructor,

Task: the student demonstrates the ability to use CPR

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. CPR should be used only by those trained to administer it.

T 2. Use CPR when a person stops breathing.

T 3. Use CPR in emergency situations only.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 1 Use and clean coffee equipment

Performance Objective:

Given: Given equipment and instructions,

Task: the student produces a palatable cup of coffee

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the maximum number of hour(s) coffee should be held before serving?

a. * 1

b. 2

c. 3

d. 4

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 1 Use and clean coffee equipment

Performance Objective:

Given: Given equipment and instructions,

Task: the student produces a palatable cup of coffee

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which term describes the temperature of water used to prepare good brewed coffee?

a. * cold

b. hot

c. warm

d. ice

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 1 Use and clean coffee equipment

Performance Objective:

Given: Given equipment and instructions,

Task: the student demonstrates the procedure for cleaning coffee-making equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the easiest way to clean a glass coffee pot?

a. soap and water

b. dish machine

c. * salt and ice

d. salt

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 2 Operate and clean can openers

Performance Objective:

Given: Given classroom instructions and equipment,

Task: the student cleans a can opener

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What duties must be performed daily to keep can openers from contaminating food?

a. * cleaning and sanitizing

b. cleaning and oiling

c. sanitizing and bleaching

d. sanitizing and oiling

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 2 Operate and clean can openers

Performance Objective:

Given: Given classroom instructions and equipment,

Task: the student demonstrates the procedure for cleaning a can opener

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Both the knife and pressure wheel must be sanitized on a commercial bench can opener.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 3 Use and clean beverage machines

Performance Objective:

Given: Given classroom instructions, manual, and a beverage machine,

Task: the student disassembles and sanitizes a beverage machine

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Always disconnect the beverage machine from its energy source before disassembling.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 3 Use and clean beverage machines

Performance Objective:

Given: Given classroom instructions, manual, and a beverage machine,

Task: the student prepares a beverage machine for use

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which describes a post mix carbonated beverage machine?

a. dispenses ready-made soda

b. makes soda after closing

c. * mixes carbonated water and syrup

d. mixes various fruit-flavored syrups

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 4 Use and calibrate thermometers

Performance Objective:

Given: Given different kinds of thermometers,

Task: the student identifies each kind of thermometer

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which thermometer would be used to check the temperature of hot food before serving?

a. candy

b. meat

c. * pocket

d. oven

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 4 Use and calibrate thermometers

Performance Objective:

Given: Given a list of temperature ranges,

Task: the student determines safe food temperature

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which temperature range destroys most bacteria?

a. * 165° - 212°F

b. 120° - 140°F

c. 40° - 60°F

d. 0° - 32°F

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 5 Use and clean ovens

Performance Objective:

Given: Given the convection oven, classroom instructions, and cleaning supplies,

Task: the student cleans a convection oven

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is unnecessary to clean a convection oven?

a. use manual as guide

b. remove racks

c. * dismantle fan

d. assemble cleaning supplies

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: E Identifying Operating, Caring For, and Maintaining Equipment

Task: 5 Use and clean ovens

Performance Objective:

Given: Given classroom instructions,

Task: the student identifies the basic parts of a convection oven

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Conventional and convection ovens have basic parts in common; which basic part is found in a convection oven only?

a. thermostat

b. revolving tray

c. vent

d. * fan

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 6 Use and clean food contact surfaces

Performance Objective:

Given: Given instructions, and cleaning and sanitizing supplies,

Task: the student cleans and sanitizes food contact surfaces (can opener, cutting boards, table tops)

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. The can opener knife should be cleaned and sanitized each week.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 6 Use and clean food contact surfaces

Performance Objective:

Given: Given surface equipment, instructions, and supplies,

Task: the student recognizes the differences in cleaning versus sanitizing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. A kitchen which looks spotless and shining can still contaminate food.

T 2. A sanitizer kills bacteria.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 6 Use and clean food contact surfaces

Performance Objective:

Given: Given surface equipment, instructions, and supplies,

Task: the student recognizes the differences in cleaning versus sanitizing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the third step in treating food contact surfaces after each use?

a. drying

b. * sanitizing

c. wiping

d. sterilizing

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 6 Use and clean food contact surfaces

Performance Objective:

Given: Given surface equipment, instructions, and supplies,

Task: the student recognizes the differences in cleaning versus sanitizing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the purpose of sanitizing?

a. controls dirt

b. inhibits soil

c. saves food

d. * kills germs

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 7 Use and clean fryers

Performance Objective:

Given: Given fryer equipment, food item, and classroom instructions,

Task: the student practices safe frying principles

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When using a deep fat fryer, what is the purpose of submerging the basket slowly?

a. cooks food on bottom more evenly

b. melts shortening first

c. * keeps shortening from bubbling over

d. maintains a consistent temperature of oil

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 7 Use and clean fryers

Performance Objective:

Given: Given instructions, equipment, and equipment manual,

Task: the student identifies the parts of a fryer

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the heating element in an electric fryer called?

a. * calrod

b. thermostat

c. heater

d. temperature control

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 8 Use and clean mixers and attachments

Performance Objective:

Given: Given the equipment manual and handouts,

Task: the student identifies facts about mixers and mixer attachments

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a mixer attachment?

a. * rotary beater

b. dough hook

c. wire whip

d. meat grinder

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 8 Use and clean mixers and attachments

Performance Objective:

Given: Given the equipment manual and classroom instructions,

Task: the student lists the steps in using the mixer

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps for using a mixer by using the letters a, b, c, d, e, f, g.

e 1. start mixer on low

d 2. raise bowl

f 3. stop mixer to change speed

c 4. put ingredients in bowl

g 5. remove attachment and bowl

b 6. select and attach beater

a 7 lower bowl

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 8 Use and clean mixers and attachments

Performance Objective:

Given: Given the equipment manual and classroom instructions,

Task: the student lists the steps in using the mixer

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What must be done before changing speeds on the mixer?

a. lower the bowl

b. * stop the mixer

c. unplug the mixer

d. get instructor's help

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 9 Use and clean food processors

Performance Objective:

Given: Given equipment, tools, and materials,

Task: the student cleans the food processor

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Wash the base of the food processor in the pot and pan sink.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 9 Use and clean food processors

Performance Objective:

Given: Given the manual and instructions,

Task: the student assembles equipment to clean a food processor

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is needed to clean a food processor?

a. vegetable brush

b. * soapy water

c. degreaser

d. all of the above

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 10 Operate and clean holding equipment

Performance Objective:

Given: Given a steam table, gong brush, detergent, cloths, sanitizer, and instructions,

Task: the student tears down, cleans, and sanitizes steam table

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The steam table should be cleaned immediately after use.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 10 Operate and clean holding equipment

Performance Objective:

Given: Given a steam table, water, and instructions,

Task: the student prepares the steam table for use (moist heat)

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What should the temperature of water be in the steam table to properly hold hot food for serving?

a. 140°F

b. boiling point

c. * a temperature to hold food at 140°

d. a temperature that will not steam

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 10 Operate and clean holding equipment

Performance Objective:

Given: Given a steam table, water, and instructions,

Task: the student prepares the steam table for use (moist heat)

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How should pans of food be arranged on the steam table?

a. by coordinating colors

b. * in the order food is placed on plate

c. in the order that food will be eaten

d. by the size of pan used

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 11 Use and clean refrigeration and freezing equipment

Performance Objective:

Given: Given instructions on equipment and reading gauges,

Task: the student observes and records proper temperatures for refrigerator and freezer units

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an ideal freezer temperature?

a. * below 0°F

b. above 0°F

c. 32°F

d. 40°F

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 11 Use and clean refrigeration and freezing equipment

Performance Objective:

Given: Given baking soda, water, clean cloths, and instructions,

Task: the student cleans the refrigerator

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which can be used to rinse the interior of the refrigerator to eliminate odors?

a. hot water

b. water with vinegar

c. water with baking powder

d. * water with baking soda

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 12 Use and clean soft-serve/dairy equipment

Performance Objective:

Given: Given the manual and a demonstration,

Task: the student cleans soft-serve equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Soft-serve equipment should be cleaned daily.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 12 Use and clean soft-serve/dairy equipment

Performance Objective:

Given: Given equipment and instructions,

Task: the student operates soft-serve equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Chipped, cracked, worn, or missing "O" rings can cause leakage.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 13 Operate proof box

Performance Objective:

Given: Given instructions and the manual,

Task: the student operates the proof box

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the purpose of the proof box?

a. retards a dough product

b. determines if dough has enough liquid

c. tests the temperature of the dough

d. * provides for more rapid dough rising

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 13 Operate proof box

Performance Objective:

Given: Given instructions and the manual,

Task: the student operates the proof box

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The proof box helps yeast rise in yeast-dough products.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 13 Operate proof box

Performance Objective:

Given: Given materials and instructions,

Task: the student cleans the proof box

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a build-up problem inside the proof box?

a. * grease

b. mildew

c. scale

d. mineral deposit

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 14 Operate and clean dishwashing equipment

Performance Objective:

Given: Given dishes, dishwasher, and detergent,

Task: the student demonstrates use of dishwashing equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the purpose of the booster heater on a dish machine?

a. increase water pressure

b. boost the water through the arm

c. * maintain a final rinse temperature

d. warm dishes for serving

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 14 Operate and clean dishwashing equipment

Performance Objective:

Given: Given dishes, racks, sprayer, scraper, and equipment,

Task: the student processes tableware for dishwashing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Glasses and saucers should be washed in the same rack.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 15 Operate and calibrate scales

Performance Objective:

Given: Given a diagram of baker's scales, classroom instructions, and items to weigh,

Task: the student identifies weighing procedures

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The baker's scale should be balanced before setting the weights.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 15 Operate and calibrate scales

Performance Objective:

Given: Given a diagram and instructions,

Task: the student identifies parts of the baker's scale

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a part of the baker's scale?

a. grater

b. * scoop

c. cleaver

d. colander

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 16 Use and clean ice making equipment

Performance Objective:

Given: Given equipment,

Task: the student practices safety and sanitation in using the ice machine

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an acceptable procedure for using an ice machine?

a. leave scoop in ice

b. dip glass into ice

c. * use scoop or tongs

d. keep ice bin lid open

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 16 Use and clean ice making equipment

Performance Objective:

Given: Given materials,

Task: the student cleans the ice machine

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. The ice machine is cleaned only as needed.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 17 Use, select, clean, and store, cook table and small wares

Performance Objective:

Given: Given wares and instructions,

Task: the student describes materials used

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The cooking surfaces of steel and cast-iron pans should be treated with salt-free oil after washing and drying.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 17 Use, select, clean, and store, cook table and small wares

Performance Objective:

Given: Given wares and instructions,

Task: the student identifies wares with their use

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match each item with its intended use.

	Uses		Items
g	1. pick up and serve food	a.	kitchen fork
a	2. hold meat while slicing	b.	box grater
h	3. scrape down bowls	c.	vegetable peeler
d	4. whip foods	d.	wire whisk
b	5. grate food into small pieces	e.	cleaver
j	6. cook foods that scorch easily	f.	offset spatula
c	7. pare outer skin of fruits and vegetables	g.	food tongs
i	8. strain foods	h.	rubber spatula
		i.	colander
		j.	double boiler

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 18 Use and clean slicers

Performance Objective:

Given: Given a slicer, cleaning equipment, and sanitizer,

Task: the student cleans the slicer

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. When cleaning the slicer set the blade thickness to zero.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 18 Use and clean slicers

Performance Objective:

Given: Given equipment,

Task: the student practices safety precautions in using slicers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a safety precaution to use when operating a slicer?

a. never leave slicer unattended when turned on

b. unplug while cleaning

c. set dial to zero when not in use

d. * blade must be sharpened regularly

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 19 Use and clean toasters

Performance Objective:

Given: Given a toaster and bread,

Task: the student uses the toaster

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the first step in using a toaster?

a. inspecting the flame

b. preheating for ten minutes

c. stacking the pairs

d. * setting the thermostat

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 19 Use and clean toasters

Performance Objective:

Given: Given cleaning materials,

Task: the student cleans the toaster

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What is the last step in cleaning a toaster?

a. turning off the heat source

b. removing the toast guide

c. * replacing the toast tray

d. rinsing the toast guide

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 20 Use and clean steam equipment

Performance Objective:

Given: Given a food manual, food pan, and steamer,

Task: the student cleans the steamer

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the amount of pressure that the average food service steamer gauge registers?

a. PS1

b. * PS pound

c. PS foot

d. PS centimeter

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 20 Use and clean steam equipment

Performance Objective:

Given: Given steam jacketed kettle, food, water as necessary, skimmer, and paddle,

Task: the student operates a steam-jacketed kettle

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How does a steam jacketed kettle cook?

a. by direct heat only

b. under 50 lbs. of pressure

c. * using both steam and pressure

d. slowly and unevenly

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 21 Use and clean garbage disposals

Performance Objective:

Given: Given instructions, jam tools, and commercial disposer,

Task: the student clears a disposal jam

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When clearing a jam in the garbage disposal, which is the first step?

a. remove garbage

b. * turn off power

c. fill with water

d. get the manager

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 21 Use and clean garbage disposals

Performance Objective:

Given: Given instructions and a commercial disposer,

Task: the student operates the garbage disposal safely

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which waste materials should not be processed through a garbage disposal?

a. vegetable scraps

b. * bones

c. fruit scraps

d. meat scraps

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 22 Identify, select, use, and maintain knives

Performance Objective:

Given: Given instructions, a set of cutlery, and various job assignments,

Task: the student selects a knife for an assigned job

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the knife used to slice and chop vegetables?

a. boning

b. * chef

c. butcher

d. slicer

(NOTE: * represents correct response)

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 22 Identify, select, use, and maintain knives

Performance Objective:

Given: Given instructions, a set of cutlery, and pictures,

Task: the student identifies the standard cutlery used in the commercial kitchen

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Chef is another name for the French knife.

T 2. A knife with a narrow blade and a serrated edge is called a slicing knife.

T 3. A cleaver is the kitchen equivalent of a small ax and is used to cut through bones and joints.

F 4. A boning knife is a very sturdy knife that cuts easily through bones.

F 5. A paring knife has a thin sharp blade that slices meat wafer thin.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 23 Develop preventive maintenance program

Performance Objective:

Given: Given instructions, the manufacturer's service manuals, and building service checklist,

Task: the student outlines the necessary preventive maintenance requirements of a food service operation

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Standard petroleum grease and oil are used to lubricate food service machinery.

Competency:

Duty Area: E Identifying, Operating, Caring For, and Maintaining Equipment

Task: 23 Develop preventive maintenance program

Performance Objective:

Given: Given instructions, the manufacturer's service manuals, and equipment in the laboratory,

Task: the student produces a specific instruction sheet for lubricating motorized food service equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the basis for cleaning and treating hood vents?

a. management priorities

b. type of food preparation

c. scheduling of personnel

d. * volume of grime

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Nutrition Basics

Task: 1 Identify food groups (items)

Performance Objective:

Given: Given instructions,

Task: the student identifies the basic food groups

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How many basic food groups are simplified by the daily food guide?

a. 2

b. * 4

c. 6

d. 7

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Nutrition Basics

Task: 1 Identify food groups (items)

Performance Objective:

Given: Given a list of food products,

Task: the student identifies foods belonging to a particular group

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which foods belong to the milk products food group?

a. whole milk, cereal, yogurt

b. * 2% milk, yogurt, cottage cheese

c. ice cream, half and half, toast

d. juice, cheese, buttermilk

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Nutrition Basics

Task: 2 Identify meal patterns

Performance Objective:

Given: Given instructions,

Task: the student identifies influences of lifestyles on meal patterns

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which factors will influence meal patterns?

a. psychological

b. social

c. knowledge

d. * all of the above

(NOTE: * represents correct response)

Competency:

Duty Area: F Identifying Nutrition Basics

Task: 2 Identify meal patterns

Performance Objective:

Given: Given instructions,

Task: the student identifies diverse meal patterns

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Everyone eats three meals a day.

T 2. Teenagers consume nearly 1/4 of their daily calories in snacks.

T 3. The traditional American meal pattern is three meals a day.

Competency:

Duty Area: F Identifying Nutrition Basics

Task: 3 Plan nutritious menus

Performance Objective:

Given: Given instructions,

Task: the student recognizes needs of different age groups

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. Food is food, adults and children have the same food preferences.

Competency:

Duty Area: F Identifying Nutrition Basics

Task: 3 Plan nutritious menus

Performance Objective:

Given: Given instructions,

Task: the student recognizes the importance of the recommended dietary allowances in menu planning

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. The recommended dietary allowances are the same for everyone regardless of size, age, or sex.

F 2. As long as a person eats according to the recommended dietary allowances he/she will be healthy.

T 3. Snacks should be a part of the recommended dietary allowances.

Competency:

Duty Area: F Identifying Nutrition Basics

Task: 4 Conserve nutrients in food preparation

Performance Objective:

Given: Given instructions, recipe, ingredients, and equipment,

Task: the student makes bread dough using potato water as the liquid

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Potato water can replace milk in making bread dough.

T 2. Water from boiling potatoes can be refrigerated for later use.

F 3. Potatoes have little nutritional value, saving the water is a waste of time and space.

Competency:

Duty Area: F Identifying Nutrition Basics

Task: 4 Conserve nutrients in food preparation

Performance Objective:

Given: Given instructions, a commercial steamer, perforated pans, timer, and ingredients,

Task: the student steams vegetables

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the purpose for steaming vegetables in perforated pans?

a. * conserve nutrients and color

b. avoid heavy pan

c. cook in larger amounts

d. speed cooking times

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 1 Interpret recipes

Performance Objective:

Given: Given instructions, ingredients, and equipment,

Task: the student prepares food using standardized recipe symbols

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the abbreviation with the corresponding term.

	TERMS	ABBREVIATIONS
oz 1.	ounce	c
t 2.	teaspoon	T
c 3.	cup	ts
lb 4.	pound	oz
T 5.	tablespoon	lb
		t
		pd

Competency:

Duty Area: G Preparing and Storing Foods

Task: 1 Interpret recipes

Performance Objective:

Given: Given instructions and a recipe,

Task: the student converts a standardized recipe to a new yield

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A recipe for 36 vanilla wafers uses 1 1/4 cups of flour. How much flour would be needed to make 48 vanilla wafers?

a. 1 1/c C

b. 3 C

c. 2 1/4 C

d. * 1 3/4 C

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 2 Identify preparation methods

Performance Objective:

Given: Given instructions,

Task: the student lists the methods of preparation available in the laboratory

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the equipment to the specific cooking method.

METHODS		EQUIPMENT
f	1. broiling	a. range
g	2. frying (deep)	b. oven
a	3. frying (pan)	c. tilting kettle
d	4. steaming	d. pressure cooker
c	5. boiling	e. grill
		f. broiler
		g. electric fryer

Competency:

Duty Area: G Preparing and Storing Foods

Task: 2 Identify preparation methods

Performance Objective:

Given: Given instructions and experience on stations,

Task: the student identifies the necessary equipment for preparing breads

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. A dough hook should be used when making biscuits in the 40 quart mixer.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 3 Prepare appetizers

Performance Objective:

Given: Given instructions, recipe, ingredients, and equipment diagram,

Task: the student prepares shrimp cocktail

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the procedure for serving shrimp cocktail?

a. butterfly the shrimp

b. * leave shell on tail section

c. remove the tail section

d. leave shell on shrimp

(NOTE: * represents correct response)

FOOD SERVICE WORKER

Competency:

Duty Area: G Preparing and Storing Foods

Task: 3 Prepare appetizers

Performance Objective:

Given: Given instructions and diagrams,

Task: the student lists common types of appetizers served

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which food is **not** an appetizer?

a. crab cocktails

b. antipasto

c. * onion soup

d. canapes

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 4 Prepare sandwiches

Performance Objective:

Given: Given instructions and equipment,

Task: the student prepares canapes

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Canapes made from fruit are used as a plate garnish.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 4 Prepare sandwiches

Performance Objective:

Given: Given instructions,

Task: the student lists the components of a sandwich

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. All sandwiches must have a filling.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 5 Prepare beverages

Performance Objective:

Given: Given instructions and a local business survey,

Task: the student lists beverages commonly served in local food service operations

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Place an "X" before the most popular beverages.

_X_ 1. carbonated soft drinks

___ 2. fruit drinks

_X_ 3. coffee

___ 4. hot tea

_X_ 5. iced tea

___ 6. malts and shakes

_X_ 7. alcoholic drinks

_X_ 8. water

Competency:

Duty Area: G Preparing and Storing Foods

Task: 5 Prepare beverages

Performance Objective:

Given: Given instructions, equipment, and ingredients,

Task: the student makes brewed beverage

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. After brewing, iced tea should be stored in the refrigerator so the ice cubes won't melt as fast.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 6 Prepare convenience products

Performance Objective:

Given: Given instructions, equipment, and frozen French fries,

Task: the student fries French fries

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. New frying oil will brown French fries faster than old oil.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 6 Prepare convenience products

Performance Objective:

Given: Given instructions, equipment, and frozen hamburger patties,

Task: the student grills hamburger patties

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the correct temperature to grill hamburgers?

a. 250°

b. 300°

c. * 350°

d. 400°

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 7 Prepare starch (farinaceous) products

Performance Objective:

Given: Given instructions, equipment, and ingredients,

Task: the student prepares hot breakfast cereal

Criteria based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When should hot cereal be cooked?

a. beginning of the shift

b. * several times during the meal

c. as it is ordered

d. night before

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 7 Prepare starch (farinaceous) products

Performance Objective:

Given: Given instructions, equipment, and ingredients,

Task: the student prepares macaroni and cheese

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Why is oil added to the water of boiling macaroni?

a. give an Italian flavor

b. keep water from evaporating

c. * keep macaroni from sticking

d. extend pan life

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 8 Use seasonings appropriately

Performance Objective:

Given: Given instructions, a list of seasonings, and foods,

Task: the student matches common seasonings with the foods they normally enhance

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the predominant spice in pizza?

a. cumin

b. bay leaf

c. * oregano

d. nutmeg

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 8 Use seasonings appropriately

Performance Objective:

Given: Given instructions, a list of seasonings, and foods,

Task: the student matches common seasonings with the foods that they normally enhance

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the seasoning to the food it normally enhances.

	FOODS	SEASONINGS
a	1. pizza	a. oregano
c	2. burritos	b. monosodium glutamate
b	3. chicken breading	c. cumin
f	4. egg nog	d. pepper
		e. bay leaf
		f. nutmeg

FOOD SERVICE WORKER

Competency:

Duty Area: G Preparing and Storing Foods

Task: 8 Use seasonings appropriately

Performance Objective:

Given: Given instructions, a list of seasonings, and foods,

Task: the student chooses between fresh and outdated spices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which factor is the most important in determining the freshness of spices?

a. color

b. texture

c. * aroma

d. seal

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 9 Prepare vegetables

Performance Objective:

Given: Given instructions, equipment, and ingredients,

Task: the student prepares steamed vegetables

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the most common error made when steaming vegetables?

a. forgetting to turn on the steamer

b. under cooking

c. * over cooking

d. no seasoning

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 9 Prepare vegetables

Performance Objective:

Given: Given instructions, equipment, and ingredients,

Task: the student prepares boiled vegetables

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which are the most important characteristics of boiling cabbage?

a. * aroma, texture, flavor

b. temperature, texture, flavor

c. appearance, aroma, flavor

d. all of the above

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 10 Prepare fruits

Performance Objective:

Given: Given equipment, instructions, and supplies,

Task: the student prepares required fruit garnishes

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps to prepare a lemon crown for garnishing seafood using letters a, b, c, d, e.

d 1. pull apart the lemon

b 2. insert paring knife into the middle of lemon

c 3. cut a zigzag completely around the lemon

a 4. assemble knife, lemon, parsley, and paprika

e 5. garnish with paprika on the lemon edge and insert parsley in the middle

FOOD SERVICE WORKER

Competency:

Duty Area: G Preparing and Storing Foods

Task: 10 Prepare fruits

Performance Objective:

Given: Given equipment, instructions, and supplies,

Task: the student prepares fruit for pastry

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the required amount of liquid to combine with 3 to 5 ounces of cornstarch to thicken pie filling?

a. pint

b. * quart

c. 1/2 gallon

d. gallon

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 11 Prepare beef and veal

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares one beef dish for roasting

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the most suitable wholesale cut of veal for roasting?

a. brisket

b. * leg

c. shoulder

d. breast

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 11 Prepare beef and veal

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares one beef dish for frying

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Frying changes the color and flavor of beef.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 12 Prepare pork

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares pork for roasting

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the first step in preparing pork shoulder for roasting?

a. trim fat from the roast

b. * select the weight for serving size

c. allow the meat to thaw

d. insert the thermometer in the meat

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 12 Prepare pork

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares pork for searing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which item would be used for drying pork before serving?

a. colander

b. * paper towel

c. sponge

d. cloth towel

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 13 Prepare bakery products

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares a cake

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps for making a cake by the creaming method using letters a, b, c, d.

b 1. add eggs gradually and continue to cream

a 2. cream sugar and butter together

c 3. add liquid alternately with dry ingredients

d 4. add flavorings

Competency:

Duty Area: G Preparing and Storing Foods

Task: 13 Prepare bakery products

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student stores a cake

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Where should an uniced cake be stored?

a. in the oven, uncovered

b. in the refrigerator, uncovered

c. * on the counter, covered with plastic wrap

d. in the oven, covered with foil

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 14 Identify, select, and use cheeses/cheese products

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student identifies cheese products

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the description to the cheese.

CHEESES	DESCRIPTIONS
d 1. parmesan	a. most famous of the blue-green vein cheeses
c 2. mozzarella	b. a soft, ripened cheese with a characteristic strong aroma
a 3. roquefort	c. a tender cheese commonly used in pizza
f 4. gouda	d. a French cheese first made by trappist monks
b 5. limburger	e. a hard cheese used for seasoning
	f. a hard, sweet curd cheese

Competency:

Duty Area: G Preparing and Storing Foods

Task: 14 Identify, select, and use cheeses/cheese products

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares cheese products for cooking

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the correct oven temperature for a dish containing cheese?

a. * 325°

b. 475°

c. 525°

d. any of the above

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 15 Prepare egg products

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares breakfast eggs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the method of preparation to the type of eggs.

TYPES			METHODS OF PREPARTION	
d	1.	scrambled eggs	a.	should be cooked by simmering
c	2.	poached eggs	b.	can be cooked by rolling or folding
f	3.	shirred eggs	c.	vinegar and salt are added to the cooking water
b	4.	omelets	d.	easiest method of preparing eggs
e	5.	fried eggs	e.	sunny side up or over easy
a	6.	boiled eggs	f.	cooked in buttered casserole
			g.	placed in blender with milk

Competency:

Duty Area: G Preparing and Storing Foods

Task: 15 Prepare egg products

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares hollandaise sauce

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps for preparing hollandaise sauce using letters a,b,c,d,e,f.

b 1. place bowl in hot water with temperature of 160°F

a 2. put egg yolks in stainless steel bowl

c 3. add few drops of water and mix well

d 4. beat yolks with french whip until they foam and tighten

e 5. remove from water and add melted butter very slowly while whipping continuously

f 6. when all butter is added, forming the emulsion, season with salt, tabasco sauce, and lemon juice

Competency:

Duty Area: G Preparing and Storing Foods

Task: 16 Prepare lamb

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares lamb for roasting

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which jelly is traditionally served with roast lamb?

a. strawberry

b. grape

c. * mint

d. cranberry

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 16 Prepare lamb

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares lamb for serving

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Why is the surface of the saddle of lamb scored?

a. for ease of carving

b. * to allow fat to flow out

c. to shorten cooking time

d. to assist basting

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 17 Prepare salads and salad dressings

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student identifies parts of a salad

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an essential part of a well-made salad?

a. base

b. body

c. dressing

d. garnish

e. * all of the above

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 17 Prepare salads and salad dressings

Performance Objective:

Given: Given instructions,

Task: the student identifies types of salads

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. A salad must contain leafy green vegetables.

F 2. Salad dressings always have an oil base.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 18 Prepare soup, sauces, and stocks

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares sauce for serving

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. If flour is dumped into a hot liquid, lumps will occur.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 18 Prepare soup, sauces, and stocks

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares cold soups

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. More seasoning is required when preparing a cold soup than a hot soup.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 19 Prepare poultry

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student cuts up a whole chicken

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the result of an 8-way cut of whole chicken?

a. 3 breasts, 2 wings, 2 drumsticks, 1 thigh

b. 4 breasts, 2 leg quarters, 2 wings

c. * 2 drumsticks, 2 wings, 2 breasts, 2 thighs

d. 1 leg quarter, 3 breasts, 2 wings, 2 drumsticks

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 19 Prepare poultry

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares fried chicken

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** part of the procedure for breading chicken to fry?

a. pass through flour

b. pass through egg wash

c. * place in steam table

d. coat with bread crumbs

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 19 Prepare poultry

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares fried chicken

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which will add flavor and tenderness to chicken?

a. frying

b. pressuring

c. * marinating

d. seasoning

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 19 Prepare poultry

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares fried chicken

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. There are two methods used by fast food operations to prepare fried chicken.

F 2. Pressure frying is another name for deep frying.

F 3. Pressure frying doubles the cooking time for fried chicken.

F 4. Marinating chicken is allowing it to soak in oil before frying it.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 20 Prepare seafood

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student processes shrimp for serving

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the method to prepare shrimp for deep frying?

a. coat with bread crumbs, dip in wash, and dredge with flour

b. dip in wash, dredge with flour, and coat with bread crumbs

c. * dredge in flour, dip in wash, and coat with bread crumbs

d. salt, coat with bread crumbs, and dip in wash

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 20 Prepare seafood

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares shrimp for cooking

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a procedure for serving shrimp cocktail?

a. butterfly the shrimp

b. * leave shell on tail section

c. remove the tail section

d. leave shell on shrimp

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 21 Prepare desserts

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares a frozen desert

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which ingredient is **not** needed when preparing baked Alaska?

a. egg white

b. sponge cake

c. ice cream

d. * egg yolk

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 21 Prepare desserts

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student serves a frozen dessert

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. A chilled dish or glass is used for serving ice cream.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 22 Utilize leftovers

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student utilizes leftovers in menu planning

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The lunch menu was cooked carrots, cooked sirloin butt roast and bread. Match the leftover food item to the way it will be used. Items may be used more than one time.

	USES		LEFTOVER FOOD ITEMS
b	1. roast beef sandwich	a.	cooked carrots
		b.	cooked sirloin butt roast
c	2. pudding		
		c.	bread
b	3. broth		
		d.	garnish
a	4. vegetable soup	e.	French toast

Competency:

Duty Area: G Preparing and Storing Foods

Task: 22 Utilize leftovers

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student identifies the many uses of leftovers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

On Monday, the restaurant cooked an inside round of beef, serving only half. Which way will the inside round be used for Tuesday's lunch?

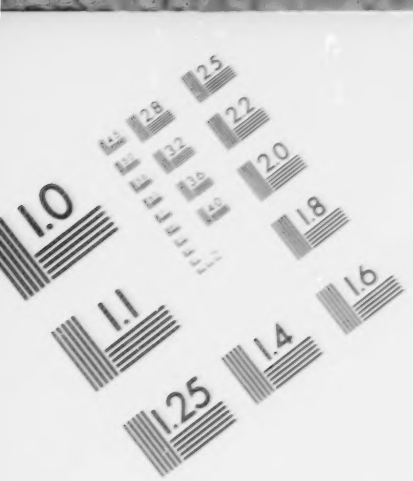
a. reheated to medium rare

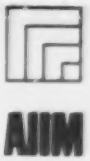
b. prepared as swiss steak

c. ground into hamburger

d. * sliced for hot beef sandwiches

(NOTE: * represents correct response)





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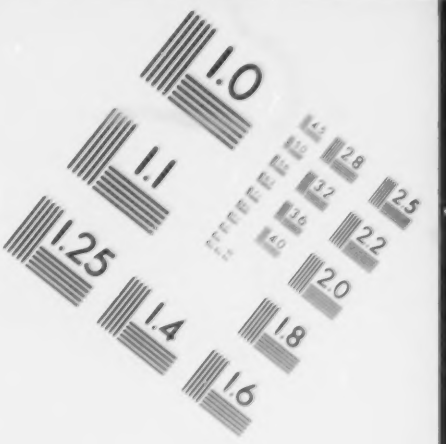

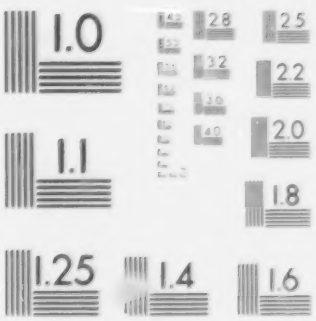

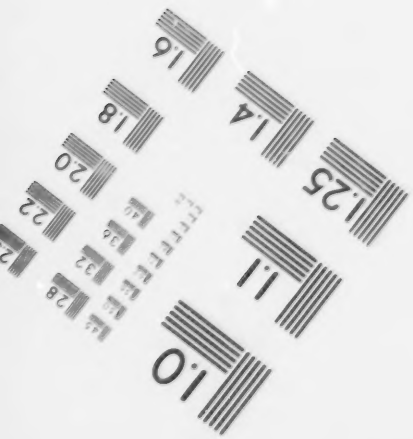

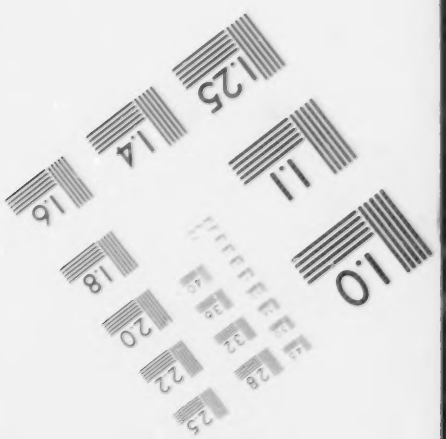

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Competency:

Duty Area: G Preparing and Storing Foods

Task: 23 Garnish/display foods

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student prepares a garnish for serving

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Edible ingredients should be used when preparing garnishes for entrees.

T 2. The garnish should compliment the entree.

T 3. The entree should be garnished by using an eye appealing color.

F 4. A dried out garnish is acceptable since its purpose is decoration.

Competency:

Duty Area: G Preparing and Storing Foods

Task: 23 Garnish/display foods

Performance Objective:

Given: Given instructions, equipment, and supplies,

Task: the student identifies color-coordinating

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which exhibits correct garnishing principles for a breakfast entree?

a. * orange twist with parsley

b. lemon crown with paprika

c. leaf lettuce with green onion flower

d. leaf lettuce with turnip lily

(NOTE: * represents correct response)

Competency:

Duty Area: G Preparing and Storing Foods

Task: 24 Synchronize food preparation times

Performance Objective:

Given: Given a time schedule,

Task: the student schedules preparation time with cooking time

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A customer orders salad, appetizer, and steak (well done) with French fries. Rank the order of preparation using letters a, b, c, d.

_c_ 1. salad

_a_ 2. appetizer

_b_ 3. steak

_d_ 4. French fries

Competency:

Duty Area: G Preparing and Storing Foods

Task: 24 Synchronize food preparation times

Performance Objective:

Given: Given a time schedule,

Task: the student schedules cooking time with serving time

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A customer orders tossed salad, hamburger, fries and beverage. Which item is served first?

a. hamburger

b. salad

c. fries

d. * beverage

(NOTE: * represents correct response)

Competency:

Duty Area: H Performing Front-of-the-House Duties

Task: 1 Perform host duties

Performance Objective:

Given: Given instructions,

Task: the student lists different ways to greet customers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which greeting will cause customers to feel unwelcome?

a. by name

b. a smile

c. enthusiasm

d. * silence

(NOTE: * represents correct response)

Competency:

Duty Area: H Performing Front-of-the-House Duties

Task: 1 Perform host duties

Performance Objective:

Given: Given instructions,

Task: the student seats customers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The host seats customers upon entering, after he has greeted them.

Competency:

Duty Area: H Performing Front-of-the-House Duties

Task: 2 Perform server duties

Performance Objective:

Given: Given instructions,

Task: the student identifies work duties

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. When taking an order, the waiter/waitress writes down the table number.

T 2. The waiter/waitress writes the number of customers beside the table number.

T 3. The waiter/waitress includes his/her name or number on the guest check.

F 4. The waiter/waitress moves clockwise around the table after taking the second order.

T 5. The waiter/waitress uses abbreviations that the cooks will recognize.

Competency:

Duty Area: H Performing Front-of-the-House Duties

Task: 2 Perform server duties

Performance Objective:

Given: Given instructions,

Task: the student lists ways to take and serve an order

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. The server prepares the order for the guest.

T 2. Food and beverages are replenished by the server.

T 3. Servers perform sidework.

T 4. Salt and pepper containers are filled by the server.

Competency:

Duty Area: H Performing Front-of-the-House Duties

Task: 3 Perform bussing duties

Performance Objective:

Given: Given instructions,

Task: the student busses table

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The bustub should never be:

a. left in the dining room

b. in sight of guests

c. * greasy

d. camouflaged

(NOTE: * represents correct response)

Competency:

Duty Area: H Performing Front-of-the-House Duties

Task: 3 Perform bussing duties

Performance Objective:

Given: Given instructions,

Task: the student sets up bus room

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

After the busroom is set up by procedural standards, which is the most important factor?

a. having enough bustubs

b. * setting up the same every day

c. keeping bustubs off the floor

d. emptying bustubs

(NOTE: * represents correct response)

Competency:

Duty Area: H Performing Front-of-the-House Duties

Task: 4 Perform financial transactions

Performance Objective:

Given: Given instructions, necessary forms, and register summary,

Task: the student justifies the cash report

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which action is taken by the cashier when the cash report does not balance?

a. force a balance

b. stop ringing up sales

c. * search for incorrect transaction

d. leave it until next day

(NOTE: * represents correct response)

Competency:

Duty Area: H Performing Front-of-the-House Duties

Task: 4 Perform financial transactions

Performance Objective:

Given: Given instructions, money, and equipment,

Task: the student makes change

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A customer paying with a $5.00 bill is charged $3.67 for a meal. Which is the correct change?

a. 3 pennies, 2 nickels, 2 dimes and 1 - 1$ bill

b. * 3 pennies, 1 nickel, 1 quarter, and 1 - 1$ bill

c. 3 pennies, 3 dimes, and 1- 1$ bill

d. all of the above

(NOTE: * represents correct response)

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Who is our state leader?

1. attorney general
2. * governor
3. chairperson
4. president

(NOTE: * represents correct response)

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write the name of the current official beside the position he/she fills.

1. Governor_____
2. State FHA/HERO President_____
3. State Representative_____
4. Mayor_____
5. Chapter FHA/HERO President_____
6. Missouri State FHA/HERO Advisor_____
7. National FHA/HERO President_____
8. Principal_____
9. Superintendent_____
10. Regional FHA/HERO President_____
11. Homemaker_____

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_T_ 1. Leadership involves both leading and following.

_T_ 2. Leadership reaches out and shares personal skills and resources.

_F_ 3. Leadership is an autocratic process.

_F_ 4. Leadership traits are inherited.

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which description defines leadership?

a. responsible for the success of the chapter

b. plans, organizes, controls, and coordinates meetings

c. * encourages other students to participate and work toward group goals

d. emphasizes getting the job done without considering the feelings of others

(NOTE: * represents correct response)

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a case study/situation,

Task: the student identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

During FHA/HERO week, the Food Service Class sponsored an appreciation luncheon for advisory committee members. Students assumed responsibilities for various jobs. Which member demonstrated positive leadership skills?

a. Sally was responsible for purchasing appreciation gifts by Tuesday, but found the order in her locker on Wednesday.

b. John's duty was to set up tables and chairs before school; he chose to attend basketball practice instead.

c. * Katherine sent invitations and arrived early to greet guests.

d. Jason set up the public address system, without allowing time to test it.

(NOTE: * represents correct response)

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which traits are good leadership qualities?

a. communicates well, involves everyone, and demands own way

b. * manages time well, accepts responsibility, and encourages participation

c. selects friends for chairpersons, communicates well, and takes pride in the organization

d. regimented, motivated by self-interest, and manages resources well

(NOTE: * represents correct response)

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The chapter president demonstrates good leadership by making members feel welcome.

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of skills or a case study/situation,

Task: the student identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

_F_ 1. The president should ask for the treasurer's report before the minutes are read, when using correct parliamentary procedure in following an agenda.

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become an FHA/HERO leader

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps followed to achieve Power of One recognition using letters a,b,c,d,e.

a 1. select a module

d 2. confer with measurement team

c 3. form and carry out plan of action

b 4. complete check list and determine goal

e 5. submit evidence to state office

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become a leader in one FHA/HERO event

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jennifer and Aaron want to attend the National FHA/HERO Leadership Meeting. They chose STAR Events as their goal. Rank the order of their route to achieve their goal using letters a,b,c,d,e.

c 1. compete/win at District STAR Events

b 2. compete at regional level (optional)

a 3. planning process at chapter level

d 4. compete/win at State STAR Events

e 5. compete at National STAR Events

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student demonstrates leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The National FHA/HERO Week Committee cannot agree on which activities to present to the chapter. Which committee member's statement exemplifies good leadership skills?

1. "I know everyone wants to have a dance."
2. * "Let's list all the possibilities."
3. "No one wants to do that."
4. "Red and white day is always Friday."

(NOTE: * represents correct response)

Competency:

Duty Area: I Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student uses leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Bob and Susan are participating in a local FHA/HERO meeting. Susan has the floor but Bob interrupts to express his opposing opinion. How do the rules of parliamentary procedure solve this problem? Check all of the correct solutions.

1. * Any member calls for a point of order.
2. * The chairperson or parliamentarian rules Bob out of order.
3. Only agreeing opinions can be discussed.
4. The advisor rules Bob out of order.
5. * Bob may express his opinion when recognized by the chair.

(NOTE: * represents correct response)